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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles are concerned with a variety of topics related to the following: the use and teaching of English in bilingual, bidialectal, and bicultural situations, including studies of reading achievement and dialect; language change and code switching in bilingual communities; the cloze procedure as a measure of language proficiency; sentence combining as an aid in learning English as a second language; developmental acquisition of narrative skill; language acquisition in bilingual children; preschool reading in two languages as a factor in bilingualism; assessing bilingualism in elementary school children; the relationship between self-concept and oral language production; and socialization factors in a Spanish-language newspaper in the United States. (AA)

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A STUDY OF THE RELATIONSHIP BETWEEN CERTAIN SELECTED BLACK ENGLISH DIALECT DIFFERENCES AND THE READING ACHIEVEMENT OF THIRD GRADE DISADVANTAGED BLACK PUPILS

BELCHER, Mary Sue Randall, Ed.D.
University of Houston, 1977

Purpose of the Investigation

This investigation attempted to determine whether a significant relationship existed between certain selected Black English dialect phonological-morphological differences, grammatical differences, and the reading achievement of third grade disadvantaged Black pupils who speak Black English and of those pupils with fewer or moderate Black English dialect differences.

Procedures

Following a pilot study, a group of eighty third grade disadvantaged Black pupils was randomly selected from two predominantly Black elementary schools located in the low socio-economic sections of Houston, Texas. From each of the selected schools, two third grade classes were randomly selected and twenty pupils from within each class were randomly identified as subjects.

Each pupil was administered The Gross Pronunciation Test for Dialect Speech to assess his phonological-morphological differences and A Measure of Standard English Proficiency to assess his Black English grammatical differences. The pupils' dialect responses were recorded, transcribed, and tabulated. This group of pupils was subdivided into two equal groups of pupils (forty in each group) according to their oral language raw scores on both oral language tests.

Both groups of pupils were also administered The Metropolitan Reading Achievement Test, Form F, Level Primary II. Data analysis was computed for the total group of eighty pupils and each subgroup of forty pupils.

Findings

1. A significant relationship existed between certain selected Black English phonological-morphological differences and the reading achievement of the total group of third grade disadvantaged Black pupils. 2. A significant relationship existed between certain selected Black English grammatical differences and the reading achievement of the total group of third grade disadvantaged Black pupils. 3. No significant relationship existed between certain selected Black English phonological-morphological differences and the reading achievement of either subgroup of pupils. 4. A significant relationship existed between certain selected Black English grammatical differences and the reading achievement among the subgroup of pupils who speak Black English, but not for those with fewer or moderate Black English dialect differences.

Order No. 77-24,441, 109 pages.

A PSYCHOLINGUISTIC ANALYSIS OF THE ORAL READING MISCUES GENERATED BY A SELECTED GROUP OF NAVAJO SPEAKERS: A LONGITUDINAL STUDY

DuBOIS, Diane Marie, Ph.D.
Wayne State University, 1977

Major Professor: Kenneth Goodman

This study was designed to describe the oral reading miscues of four Navajo children over a two year period. It was also concerned with the effect the subjects' Navajo language had on their oral reading. The study examined the subjects at grade levels two, four, and six reading two types of stories, one from a basal text and one which was culturally relevant. Miscue Analysis was the research tool used in this study.

Four major questions were asked regarding the subjects' miscues: 1) Did the subjects' production of second language miscues increase over the two years? 2) Did the subjects produce more second language miscues on the culturally relevant stories than on the basal text stories? 3) Did the readers' production of high quality miscues increase over the two years? 4) Did the readers handle the culturally relevant stories better than the basal text stories?

The results of the research showed that the subjects for both years produced many miscues which were second language-involved. The subjects tended to produce more second language miscues on the culturally relevant stories than on the basal text stories.

The results of the analysis of the subjects' non-language-involved miscues showed that the readers produced many syntactically acceptable miscues but few semantically acceptable miscues. The subjects attempted to correct their miscues but often were unsuccessful. The readers were successful in producing acceptable English grammar but were less successful in comprehending what they read.

In comparing the results of the miscue analysis between the culturally relevant stories and the basal text stories, it seemed evident that the subjects tended to produce fewer low quality miscues, more semantically acceptable miscues, and were able to retell more of the relevant stories than the basal text stories.

As evidenced by their story retellings, it appeared that the subjects may believe the purpose of reading is to learn English or to produce acceptable English grammar. If this is so, then Navajo children should be made aware of the fact that written language has a necessary communicative function in their lives and that English and/or Navajo literacy is of value to the Navajo people.

Order No. 77-23,967, 299 pages.

INSTRUCTIONAL MATERIALS FOR A COMMUNITY COLLEGE COURSE IN CHICANO LITERATURE

FRY, William Albert, Ph.D.
University of Maryland, 1976

Supervisor: Dr. John C. Carr

There were nearly twenty million persons of Hispanic origin living in the United States in late 1975, most of whom were Chicanos (Mexican-Americans), approximately double the figure reported in the 1970 national census. In view of the growth and to meet the demands of an increased enrollment of Chicano students at the community college level, it is important that the community college realize the need for more relevant courses and instructional materials that represent the Chicano's cultural development in the United States (Chapter I). Therefore, this dissertation is designed to gather, select, and arrange instructional materials for a one-semester community college course in Chicano literature.

In the three steps of gathering, selecting, and arranging instructional materials in Chicano literature, research was accomplished through the following means: (1) a review of the literature on gathering, selecting, and arranging instructional materials in literature (Chapter II), (2) interviews with twenty community college literature instructors, (3) interviews with three authors of literature anthologies designed for use in the community college, (4) questionnaires sent to twenty-two Chicano writers and scholars, (5) interviews with three scholars and writers in Chicano literature, and (6) a close examination of six leading Chicano literature anthologies.

Research on gathering instructional materials for a com-

munity college course in Chicano literature (Chapter III) indicated that instructional materials should include literature of all genres as well as audio-visual materials. The research findings led to a wide variety of anthologies, novels, collections of poetry, essays, and short fiction, as well as periodicals devoted to the publication of literature by Chicano writers.

Further research led to criteria for the selection of instructional materials for a community college course in Chicano literature (Chapter IV). From the materials gathered, those were selected that met the following criteria: 1. Relevance to students' lives 2. High student interest 3. Literary quality 4. Level of reading difficulty 5. Authenticity of the portrayal of the Chicano experience 6. Portrayal of varying political stances of Chicanos 7. Opportunity for understanding one's own culture and its subcultures 8. Availability 9. Use of English with explanatory footnotes for Spanish expressions 10. Historical accuracy 11. Absence of racist and sexist stereotypes.

Research on arranging instructional materials for a community college course in Chicano literature (Chapter V) showed that the thematic arrangement was favored. Thus, the instructional materials in this dissertation were arranged around five central themes that emerge from the Chicano experience and depict chronologically their cultural development in the United States: 1. Working in the Fields 2. Living in the Barrio 3. Searching for an Identity 4. Existing between Cultures 5. Forging a New Image.

The final compilation of instructional materials (Chapter VI), which contains a fully annotated listing of Chicano literary materials that represent various literary genres as well as films, filmstrips, tapes, and phonodiscs (recordings), presents the resources necessary for an instructor to prepare a one-semester community college course in Chicano literature.

Order No. 77-9509, 266 pages.

LANGUAGE CHANGE AND ITS SOCIAL DETERMINANTS IN A BILINGUAL COMMUNITY

GAL, Susan, Ph.D.
University of California, Berkeley, 1976

The process of change in patterns of language choice in a Hungarian-German bilingual town in Austria is described in this thesis. The language shift now occurring in the community was investigated within the framework of the socio-linguistic theory of linguistic change which posits that diachronic change derives from synchronic variation. This was an ethnographic study which explored variation in patterns of choice between languages, stylistic variation within the two languages, and the social processes by which variation is distributed among speakers.

Oberwart (Felsõõr) has been a Hungarian-speaking peasant community surrounded by German speaking villages for four hundred years. Before 1921 it was part of Hungary. Although able to speak both languages, Oberwarters, before this century, used only Hungarian when speaking to other local bilinguals. They reserved German for use with outsiders. During the post-World War II economic boom, Oberwart peasants seized the opportunity to enter Austrian industry. By 1974 the pattern of language choice had changed. Both languages were used among bilinguals, and the youngest bilinguals rarely used Hungarian at all.

Descriptions of three kinds of synchronic variation were provided: 1) Style shifting: In each language the difference between dialect and standard was a matter of degree. For several co-varying linguistic variables the frequency of occurrence of each value changed with the social situation. This style shifting was analyzed as a verbal strategy used by speakers for expressive purposes. 2) Intra-individual variation in language choice: This was described in terms of implicational scales. Speakers were ranked on one axis and bilingual interlocutors were ranked on the other, along a dimension of peasant-to-Austrian urbanite. For any informant, the identity of the interlocutor predicted language choice in the majority of instances. German was used with interlocutors towards the Austrian extreme, Hungarian with those towards the peasant extreme. For some informant-interlocutor pairs in the middle, one could predict only that both languages would be used in the same exchange. Conversational switching between languages, used to express the communicative intent of the speaker, occurred only in such interactions. 3) Variation between speakers in patterns of language choice: Inter-informant variation in language choice correlated both with the informant's age and with the extent to which an informant's social contacts were peasants. This social network measure ranked informants along the dimension of peasant-to-Austrian urbanite. Those towards the Austrian extreme used more German while those towards the peasant extreme used more Hungarian.

Conclusions about change in language choice were based on synchronic patterns and on historical data: 1) As a result of post-war social and economic changes the symbolic associations of each language changed; Hungarian became the low prestige language. 2) German was gradually replacing Hungarian in an ordered series of interlocutor pairs. Choice with one interlocutor was categorical for Hungarian before it became variable (German and Hungarian) and later categorical for German. 3) Those with heavily peasant networks adopted the newer patterns later than those with non-peasant networks. 4) Choice of language before the change was an indicator of social status. During the change language choice was used by speakers to express stylistic social meanings as well as social status.

It was concluded that change in language choice follows the patterns of other kinds of linguistic change. It is gradual, with old and new forms variable in some environments. It involves an expansion in the communicative functions served in social interaction by the linguistic variable. Also, choice of language reflects social change. It symbolized, in social interactions, the change from peasant life and values to an Austrian-worker way of life.

Order No. 77-15,691, 329 pages.

QUESTIONING BEHAVIORS OF FIRST-GRADE BILINGUAL TEACHERS DURING READING INSTRUCTION: ENGLISH VERSUS SPANISH

GÁMEZ, Gloria Irma, Ph.D.
The University of Texas at Austin, 1976

Supervisor: Dr. Joe L. Frost

The questioning strategies of primary bilingual (English/Spanish) teachers in a bilingual setting have been relatively unexplored. The major purposes of this study were as follows: 1. to compare the low- and high-cognitive levels of questions first-grade bilingual teachers pose during English and Spanish reading instruction; 2. to determine whether there is a significant relationship between the amount of teaching experience and the levels of questions asked by bilingual teachers.

Twenty-six first-grade bilingual teachers (25 female, 1 male), with varying degrees of teaching experience were tape-recorded as they taught two reading lessons in both English and Spanish. Recordings were analyzed according to the "Individual Cognitive Demand Schedule" (Lynch and Ames, 1971).

Comparisons of the mean percentages of low- and high-level questions used in English and in Spanish were made using "t" tests. No significant differences were found between the numbers of English and Spanish low-cognitive (memory level) or the numbers of high-cognitive (abstract level) questions asked during reading instruction.

Pearson product-moment correlation coefficients were calculated to compare years of teaching experience (in both English and Spanish) with the questioning behaviors of teachers. No significant correlations were found.

No significant correlations or differences appeared in the testing of the hypotheses. Relatively consistent patterns were observed among teachers in both languages showing excessive usage of low-level questions. However, there was some suggestion that the greater number of years of teaching experience, the more likely a teacher was to use low-level questions. Further study of this phenomenon was suggested. First-grade bilingual teachers' attention needs to be drawn to certain types of questioning behaviors so that the attainment of these skills may occur through appropriate teacher education programs.

Order No. 77-11,514, 173 pages.

RULES FOR CODE-SWITCHING IN YOUNG SPANISH-ENGLISH SPEAKERS: AN EXPLORATORY STUDY OF LANGUAGE SOCIALIZATION

GENISHI, Celia Shinobu, Ph.D.
University of California, Berkeley, 1976

The purpose of this study was to describe rules of code-switching in four 6-year-old Spanish-English bilinguals in a school setting and to show that bilingualism in young children in a sociolinguistic competency.

Code-switching is defined as bilingual speakers' choice between languages (codes) to convey social meaning. When a speaker changes languages because of a change in participants, topic, or activity, the switch is termed situational. When he alternates languages within one situation or conversation, the switch is conversational. It contrasts with the language normally used in that situation.

The study was done at a kindergarten and affiliated day care center where staff and parents emphasized the maintenance of Chicano/Mexican language and culture. The kindergarten teachers and the investigator, all bilingual in Spanish and English, independently rank-ordered the "most bilingual" children. Four kindergarteners, one girl and three boys, were selected to be studied.

After a 2-month preliminary observational period, the investigator and second observer audiotaped speech samples for seven weeks in the kindergarten classroom, day care center, and playground. They also took notes on concurrent behaviors. Seven activity types were identified, including teachers' lectures, eating, and free play. The major data source was the children's spontaneous talk. Supplementary data consisted of communicative tasks and interviews.

The main unit of analysis was the episode, which involved verbal interaction between one of the four children and at least one other person. The children's code-switches were situational if they occurred between episodes and conversational if they occurred within an episode. The data contained 306 episodes that were examples of situational switches and 64 episodes with conversation switches.

Quantitative analysis showed that the four children consistently applied one situational rule, "Speak the language your listener knows best." They seldom marked conversational functions by code-switching within episodes.

The children's ways of code-switching were clearly different from adults' ways. Adults code-switch frequently in situations where there is contact between a majority and a minority culture to highlight their ethnic identity. They make judgments about (1) the speaker's intentions, (2) the form and content of the utterance, and (3) the speaker's social and linguistic background and rules.

The children attended to the form and content of a speaker's utterances and code-switched appropriately, depending on the language he spoke best. They did not consistently apply conversational rules of code-switching to mark intentions or ethnic contrasts. Features of the setting and developmental differences might be accounted for this finding.

With other bilinguals, the children often chose to speak English, but they spoke Spanish or English almost exclusively with Spanish monolinguals or English monolinguals, respectively. These findings raised the question of how to maintain Spanish with English. Suggestions were made for a curriculum that promotes maintenance through systematic exposure to and interaction with monolingual speakers of both languages. In the same curriculum, there might be times for free verbal interaction during which students apply the code-switching rules they know and develop those they are acquiring.

The results of this study challenge the opinion that bilingual children are "deficient" because they speak neither of their languages well. The investigator does not claim that her findings apply generally to 6-year-old Spanish-English bilinguals because of the small number of children in the study and the unusual features of the site. However, in their oral communications in naturalistic settings, the four children of this study were generally able to speak two languages fluently and control a range of styles within each language to demonstrate their sociolinguistic competencies.

Order No. 77-4463, 210 pages.

DESIGN AND EMPIRICAL VALIDATION OF THE CLOZE PROCEDURE FOR MEASURING LANGUAGE PROFICIENCY OF NON-NATIVE SPEAKERS

HISAMA, Kay Keiko Washiya, Ph.D.
Southern Illinois University, 1976

Major Professors: Dr. Ernest L. Lewis
Dr. Paula Woehlke

The cloze procedure or the cloze test is a generic name given to techniques in which words are delated from a portion of passages according to some appropriate rules (e.g., every nth word), then asking subjects to fill in these missing words. Various studies have demonstrated that the procedure is not only a reliable measure of English language proficiency of non-native speakers (EFL proficiency), but also correlates highly with other tests of EFL proficiency. However, the cloze procedure in its present form has a serious scoring problem since responses to each item vary greatly from one subject to another. The solution for this problem is not simple, and requires a thorough investigation of all aspects of test development including test construction, test administration, and processing.

The major purposes of this study were to design a new version of the cloze procedure (The New Cloze Test or the NCT) in light of theories of language and the principles of educational and psychological measurement, and to validate it as a placement test for a group of foreign students.

The subjects were 136 foreign students at the Center for English as a Second Language (CESL) at Southern Illinois University at Carbondale. Two criteria for the subjects were that the subject had to be a new entering student to the center, and that he or she had not been in the United States longer than one month at the time of testing. In addition, two groups of native speakers who enrolled in first semester freshman English Composition served as criterion groups. Their responses were used in order to construct keys for the NCT.

The NCT was constructed and administered so that the test measures some fundamental aspects of language which take place in the natural processes of communication. The scoring of the NCT was carried out by giving credit if the responses to each item matched with those in the key. The scores on the NCT were analyzed in terms of the three criteria of a good test: reliability, validity, and practicality.

The results showed that the NCT was highly reliable (three reliability procedures were applied), valid (predictive & concurrent validity were examined), and practical (testing time, ease in scoring). The coefficient of reliability and validity of the NCT were the highest, while its testing time was the shortest (1/2 to 1/3 of the time required for the other tests) among the selected EFL tests, currently being used at CESL.

It was concluded that with further refinement the NCT will become a very useful EFL test which the consumer deserves.

Order No. 77-6234, 174 pages.

A COMPARISON OF THE RELATIONSHIP OF THE READING ACHIEVEMENT, SELF-CONCEPTS, AND CAREER ASPIRATIONS OF DISADVANTAGED BLACK COLLEGE FRESHMEN AT A PREDOMINATELY BLACK UNIVERSITY AND DISADVANTAGED BLACK COLLEGE FRESHMEN AT A PREDOMINATELY WHITE UNIVERSITY

ISOM, Bessie Maxine Austin, Ph.D.
The Florida State University, 1977

Major Professor: Dr. Edwin H. Smith

The purpose of this investigation was to determine the relationship of reading achievement, self-concept and career aspirations of disadvantaged black first-year college students. Specifically, the investigation was conducted: 1. To determine if a significant difference existed between the mean reading achievement of disadvantaged black first-year college students attending a predominately black university and the mean reading achievement of disadvantaged black first-year college students attending a predominately white university. 2. To determine if significant differences existed in the self-concepts of disadvantaged black first-year college students attending a predominately black university and the self-concepts of disadvantaged black first-year college students attending a predominately white university. 3. To determine if significant differences existed in the career aspirations of disadvantaged black first-year college students attending a predominately black university and the career aspirations of disadvantaged black first-year college students attending a predominately white university. 4. To determine if a relationship existed between the individual reading achievement, self-concept and career aspiration of disadvantaged black first-year college students.

Students involved in the investigation were enrolled in compensatory programs at two universities in Tallahassee, Florida. Data were collected by utilization of the Tennessee Self Concept Scale, the Occupational Aspiration Scale and the Iowa Silent Reading Tests (advanced form). The data were analyzed utilizing the t test of significance between means and the Pearson Product Moment Correlation Coefficient.

Nine hypotheses were tested and two were rejected. Hypotheses one through three stated that there was no difference between the mean reading achievement score, the mean self-concept score and the mean level of career aspiration of disadvantaged black first-year college students attending a predominately black university and the mean reading achievement score, the mean self-concept score and the mean level of career aspiration of disadvantaged first-year college students attending a predominately white university. The hypotheses related to the mean reading achievement and to the level of career aspiration were rejected.

Hypotheses four and five stated that there was no significant correlation between the reading achievement and self-concept scores of disadvantaged black first-year college students attending a predominately black university and those attending a predominately white university. These hypotheses were not rejected.

Hypotheses six and seven stated that there was no significant correlation between the reading achievement and level of career aspiration of disadvantaged black first-year college students attending a predominately black university and those attending a predominately white university. These hypotheses were not rejected.

Hypotheses eight and nine stated that there was no significant correlation between the self-concept and the level of career aspiration of disadvantaged black first-year college students attending a predominately black university and the same type of student attending a predominately white university. These hypotheses were not rejected.

Based upon the findings of the investigator, the following conclusions were made: 1. Although the disadvantaged students in this investigation exhibited a generally below-average self-concept, those attending a predominately black university had a slightly higher level of self-esteem. 2. The reading achievement level of disadvantaged first-year college students attending a predominately black university ranged from functionally literate to college level with the mean reading achievement score at the junior high range, whereas the reading achievement level of similar students attending a predominately white university ranged from junior high to college level with the mean reading achievement at the high school level. 3. The level of occupational aspiration of disadvantaged black first-year college students is generally above average and is significantly higher for students attending a predominately black university than for similar students attending a predominately white university. 4. The mean reading achievement, self-concept and level of career aspiration of disadvantaged black first-year college students attending a predominately black university or attending a predominately white university are not significantly related. Order No. 77-26,980, 101 pages.

SENTENCE-COMBINING EXERCISES AS AN AID TO EXPEDITING SYNTACTIC FLUENCY IN LEARNING ENGLISH AS A SECOND LANGUAGE

KLASSEN, Bernard Rodney, Ph.D.
University of Minnesota, 1976

Major Adviser: Dr. Robert Dykstra

The major purpose of this study was to test the effectiveness of an experimental method of teaching English as a second language. The investigation was designed to discover whether the syntactic development of intermediate level ESL students could be expedited by systematic practice in sentence-combining.

A series of experiments were carried out on three samples of intermediate level ESL students learning English in an intensive program at a Canadian secondary school. Pairs of students were matched on the mean T-unit measure obtained in a series of written pretests. These were subsequently assigned randomly to experimental and control groups. These matched-pair groups were tested for syntactic fluency before and after an eight-week treatment in which the experimental groups engaged in guided sentence-combining exercises while control groups spent an equal amount of class time in conventional reading and writing activities. Mean T-unit length constituted the primary index for assessment of relative linguistic maturity. Mean scores were calculated and compared across groups at posttest time and again at delayed posttest time eight weeks after termination of the treatment.

Two of the three experimental samples achieved significant superiority over matched control samples in their mean T-unit length at posttest time. Combined results from all three experimental samples also showed significant superiority over control samples. Delayed posttests indicated that experimental subjects retained significant superiority over control subjects in mean T-unit length.

Pre- and posttest writings of selected subsamples were further analyzed and tested on additional secondary indices of language development. These included mean clause length, cloze measures of reading ability, a count of the number and kind of sentence-combining transformations performed, and an analysis of errors. Statistical tests verified the equivalence of experimental and control groups on pretest measures and thus provided a basis for comparisons of their posttest performance. Statistical significance was not indicated on any of the secondary indices. On each index, however, the experimental subjects attained higher raw scores than their control counterparts. Experimental subjects wrote longer clauses and

scored higher on cloze tests of reading ability. They also wrote more sentence-combining transformations per T-unit. Of particular interest was their ability to write more transformations in the grammatical categories identified in native language learning studies as indicative of syntactic maturity in the middle grades. These categories included adjective and adverbial clauses, adverbial infinitives and prepositional phrases.

An assessment of error reduction from pre- to posttest time included counts of specific errors made by a small sample of Portuguese subjects. The preponderant errors occurring in their written samples resembled the pattern of errors identified as intralinguistic and developmental in native language development studies. The most noticeable difference between the groups was in the count of error-free T-units. The experimental group surpassed the control group in the production of error-free T-units at posttest time.

This study confirms the results of earlier native and foreign language development studies which found that the ability to write longer, more complex structures could be facilitated by sentence-combining exercises. The findings of this study, furthermore, indicate that the language development of intermediate level ESL learners can be substantially expedited by systematic sentence-combining intervention.

Order No. 77-6965, 122 pages.

AN ANALYSIS OF ORAL LANGUAGE READINESS FOR READING OF SELECTED CANADIAN SECOND-GRADE STUDENTS IN FRENCH AND ENGLISH MONOLINGUAL AND BILINGUAL PROGRAMS

LAMARRE, Joseph Leo Paul André, Ph.D.
University of Georgia, 1976

Supervisor: James A. Dinnan

The purpose of this study was to assess oral language readiness for reading of second grade students in French and English monolingual and bilingual programs. Test scores of the Boehm Test of Basic Concepts (BTBC) and the Oral P/S Language Inventory (P/S Inventory) were used as the criterion measures to test for significant differences.

The sample of the study consisted of 220 second grade students enrolled in French monolingual, English monolingual, immersion (90–10), and balanced (50–50) bilingual programs in St. Boniface, Manitoba and Montmagny, Quebec. Of the 220 subjects, 90 were male, 130 were female. The mean age of the subjects was 7 years, 4 months.

The P/S Inventory measured paradigmatic language behavior, and was administered individually to each subject; the BTBC measured reading ability, and was administered in a group to each class sampled. The predictor variables were language programs. Data collection was restricted to the first two weeks of the academic year 1975–1976.

An F test and a t test for correlated observations were used to compare the variances of the variables. All statistically significant results were converted from Tau to Rho statistics in order to determine the magnitude of the effect size of the variables under consideration.

Statistically significant differences, at the .01 level of confidence, were found in reading ability between: a) English and French monolingual program groups; b) French monolingual and combined (immersion and balanced) bilingual program groups; c) French monolingual and immersion program groups; d) English monolingual and balanced bilingual program groups; e) English and French components of bilingual program groups; and, f) the English component of immersion and balanced bilingual program groups. In each instance, the first program language group listed was favored.

In paradigmatic language responding, monolingual program groups differed significantly from each other, as did the English and French components of combined (immersion and balanced) bilingual program groups.

Conclusions reached indicate that there is a small relationship between monolingualism and bilingualism and the ability to respond paradigmatically on a free association test. Program language status accounts for 5 to 25 percent of the variance, clearly suggesting that program language is not a substantial variable worthy of continued investigation. The orientation of subjects sampled in this study is basically syntagmatic, suggesting that they are unable to comprehend or assimilate much of the foundation work that is presented for mastery in their typical school work. For successful communication, paradigmatic-type responses are needed to indicate the common-based referents existing within the general parameters of language. Order No. 76-29,540, 93 pages.

THE RELATIONSHIP BETWEEN THE ORAL LANGUAGE OF BLACK ENGLISH SPEAKERS AND THEIR READING ACHIEVEMENT

LASS, Bonnie, Ph.D.
University of Illinois at Urbana–Champaign, 1976

To examine some of the possible reasons why black children from low socioeconomic backgrounds often have difficulty learning to read was the goal of this study. The more specific objective was an exploration of the influence that black English has on reading standard English texts. Variations in the oral language of black English speakers, specifically their fluency, dialect variety, and code-switching ability, were studied in relation to raw scores from standardized reading and intelligence tests. The hypotheses that guided research decisions were as follows: 1. Black English speakers who produce more language, regardless of its variety, are better readers than those who produce less. 2. Children whose variety of black English closely resembles standard English are better readers than those whose dialect differs greatly. 3. Black English speakers who do more code-switching from black English to a dialect which more closely resembles standard English are better readers than those who do less. 4. Intelligence scores will be significantly related to quantity of language, dialect variety, code-switching, and reading ability. 5. Quantity of language produced by black English speakers will increase with grade level. 6. As grade level increases, dialect variety will become less divergent from standard English. 7. As grade level increases, code-switching from a variety of black English to one more like standard English will increase. 8. Girls will produce a greater quantity of language, will do more code-switching, and will use a black English variety which more closely resembles standard English than will boys.

In order to test the hypotheses, seventy-two black English speakers divided among second, fourth, sixth, and eighth grades were subjects. Two samples of sustained speech were obtained from each. One sample was recorded in a setting assumed to be conducive to black English usage; the other in a setting designed to elicit standard English. Through a content analysis of the speech samples, scores for quantity of language, dialect variety, and code-switching ability were obtained. These scores were correlated both with reading raw scores and with intelligence test raw scores. A two-way analysis of variance was performed for each oral language variable in order to assess possible grade level and sex differences. Results of the statistical tests follow: 1. Whether subjects produced a large or small quantity of language showed no significant relationship to their performance on a reading test. 2. Whether subjects spoke a variety of black English that closely resembled standard English or, conversely, that differed greatly showed no significant relationship to their performance on a reading test. 3. The degree to which subjects code-switched from black English to a dialect more closely resembling standard English showed no significant relationship to their performance on a reading test. 4. Whereas raw scores from an intelligence test served as good predictors of reading scores, especially

at the higher grade levels, they showed no significant relationship to quantity of language, dialect variety, or code-switching ability. 5. Quantity of spoken language produced by subjects increased significantly as their grade level increased. 6. Dialect variety used by subjects showed no significant relationship to their grade level. 7. Ability to switch from a black English dialect to one more closely resembling standard English showed no significant relationship to a subject's grade level. 8. The sex of subjects did not relate significantly to quantity of language, dialect variety, or ability to code-switch.

The largely nonsignificant results suggest that speaking black English presents no special problem for learning to read standard English texts. Consequently, this researcher contends that changes either in the language of black English speakers or in their reading materials seem fruitless in terms of improving their reading ability.

Order No. 77-9066, 98 pages.

A PSYCHOLINGUISTIC ANALYSIS OF THE ORAL READING ERRORS OF CULTURALLY DIFFEPENT BLACK CHILDREN IN GRADES ONE, THREE, AND FIVE

LESLIE, Anabel Lee, Ph.D.
University of California, Berkeley, 1976

Purpose

The purpose of this study was to examine the development of the reading process of black children in first, third, and fifth grade by means of descriptive data on their oral reading performance. This data was used to make inferences regarding instructional procedures, techniques, and materials to improve the reading achievement of black students.

Research Design

A pool of potential subjects was drawn from inner-city schools located in lower socio-economic areas. Each teacher was asked to rank his first, third, or fifth grade students on the basis of reading ability. Rankings were augmented by standardized reading tests. Then each student was placed in one of two classifications: 1) grade level readers, scoring at or above present grade placement or 2) below grade level readers, scoring one or more grades below present grade placement. Students were selected from this subject pool until a minimum of nine were chosen for each cell of the grade (3) x sex (2) x reading level (2) design.

The Gray Oral Reading Test was used to sample oral reading performance. Trained observers administered the Gray Oral and taped the oral reading performances. Taped performances were transcribed by persons trained in linguistics.

The students' performance data was analyzed by means of a completely crossed multivariate and univariate analysis of variance to examine the grade level, sex, and achievement level differences on forty-nine dependent reading variables (e.g., descriptive measures, dialect shift measures, context measures, and graphic measures).

Results

Black students' oral and silent reading rates were considerably below average white reading rates. The black students' oral mean comprehension scores were more than adequate compared to Swanson's (1937) adult percentages. Blacks, as did whites, made more substitution errors than other types. Unlike white students, the older black students made significantly fewer substitution errors than the younger black students. The grade level readers among black students made more omissions and insertions/Total Errors (TE) than the below grade level readers, suggesting these two error types are benign in nature. The non-response/TE data suggest a slower transition to attendance to phonic cues for blacks than whites. The primary grade level black readers also made more single word repetitions, phrase repetitions, and repetitions associated with corrections than the primary below grade level readers. The outcome was the opposite at the upper grades with the grade level readers making more of these errors. Repetitions/TE also increased across grade levels. These results support Goodman's (1965) hypothesis that repetitions are a deliberate ploy for correcting miscues at least until third grade. The percentage of dialect-related errors/TE for black students increased across grade levels. When dialect errors were compared to potential errors or total words read, the grade level readers made less errors than their counterparts. No difference was found when comparing dialect errors to total errors. Black students' word recognition errors occurring at a conflict point diminished rapidly across grade levels. Grade level readers made less of these errors than the below grade level readers. The suggested reason is the superior contextual awareness of the grade level readers. Black third graders made more unsuccessful attempts to correct errors. At first grade, the better readers made more spontaneous self-corrections and more corrections associated with repetitions than the poorer readers. This performance was reversed at fifth grade. This infers a developmental change in the nature of self-corrections. Black grade level readers made less first word errors in a sentence, but more errors which conformed to the context preceding the miscue. Apparently poorer readers' contextual skills are considerably weaker than good readers. Black students relied much more on letter constraints for identifying unknown words than configuration cues.

Recommendations

The most pressing research questions raised by the data on black students' oral reading include: 1) The reason for the very slow oral and silent reading rates of black students; 2) the reason for the apparently changing role of self-corrections and corrections associated with repetitions between lower and upper grade levels; 3) the reason for the superior contextual skills demonstrated by the black grade level readers vs. black below grade level readers, and by the white students vs. the black students; 4) the hypothesis that dialect shift errors/TE are of a benign nature; 5) the hypothesis that inadequate vocabulary causes the large percentage of nonsense words produced by black students; and 6) the specific nature of the graphophonic skills mastered by good readers, but not developed by the poorer readers.

The grade and achievement level differences found in this study suggest several ways teachers could improve black students' reading performance. Included are: 1) increasing the slow silent and oral reading rates; 2) identifying the non-response phase as the signal for increased phonic instruction; 3) ignoring repetition and dialect errors; and 4) strengthening vocabulary, flexibility, and psycholinguistic skills.

Order No. 77-15,757, 313 pages.

DIALECT USAGE AS A FACTOR IN LANGUAGE PERFORMANCE OF PRIMARY GRADE SCHOOL CHILDREN

LEVINE, Madlyn Anne, Ph.D.
The University of Florida, 1976

Chairman: H. T. Fillmer

The purpose of this study was to investigate the relationship between dialect usage and the acquisition of developmental morphologic and phonologic forms across both expressive and receptive language modes. More specifically, this study investigated the relationship between the percentage of dialect used (a derived measure from Anastasiow and Hanes Sentence Repetition Task, 1973) and performance on four language tasks designed to reflect features both developmental and dialectal in nature: articulation, grammatical closure, auditory discrimination, and sentence comprehension. The major research questions asked the following: Is a measure of dialect usage significantly related to articulation, grammatical closure, word-pair discrimination, and sentence comprehension scores, when the variance attributable to cognitive development and language facility is held constant?

The predictor and criterion language tasks were administered to 90 kindergarten, first, and second grade children randomly selected from a Northcentral Florida elementary school with a racial group ratio of 40 percent black and 60 percent white. All children were from rural families of low and lower-middle socioeconomic status backgrounds.

A positive relationship between the percentage of basilect used and performance on dialect items on the expressive and receptive language tasks ($p<.01$) was revealed. A negative relationship between the percentage of basilect used and performance on developmental items on auditory discrimination, sentence comprehension, and grammatical closure tasks ($p<.05$) was revealed. A significant relationship between the percentage of basilect used and the acquisition of developmental phonemes was not revealed. Finally, no significant relationships were revealed between the percentage of dialect used and performance on articulation and sentence comprehension when children's language responses reflected pooled standard and basilect correct forms. However, on auditory discrimination and grammatical closure tasks, significant relationships in a negative direction were found between the percentage of basilect used and performance scores reflecting pooled standard and basilect responses.

The question of dialect interference, then, appears to be a localizing phenomenon. The amount of basilect used seemingly interferes with some specific language skills, and not with others. Order No. 77-6886, 141 pages.

PERU'S URBAN MIGRANT CHILDREN LEARN FOLKTALES: DEVELOPMENTAL ACQUISITION OF NARRATIVE SKILL IN A QUECHUA-MIGRANT SQUATTER SETTLEMENT IN AREQUIPA

MacLAUGHLIN, Elizabeth Jean Mayo, Ph.D.
Indiana University, 1977

Chairman: Richard M. Dorson

Based on a corpus of folktales collected from children in Arequipa, Peru during 1971–1972, the study describes age-level changes in narrative patterns, relating these developmental stages of narrative form and skill to general cognitive stages of child psychology as described by Jean Piaget. Traditional tale-telling is approached as a structural compositional rule system, and the study's thesis is that there is a "critical age span" for narrative compositional learning which coincides with Piaget's stage of "concrete operations," occurring roughly between ages six-seven and eleven-twelve years. Children use traditional narrative units and structures only as they reach the lower threshold of the critical age span, a time at which class sets and class logic are also comprehended. By age eleven-twelve, upper limit of the critical age span and age of onset of "formal operations" in Piaget's terms, children have mastered most aspects of traditional syntax in storytelling. Specific age-level features of tale-telling are described and related to current research in both folklore and in linguistics. As demonstration of the critical age span thesis, 192 Spanish texts from 92 Arequipa informants are appended, together with comparative notes citing parallel folktales known in Peru and Bolivia and in standard folktale indexes.

Children studied are first- and second-generation migrants to the Spanish-speaking city of Arequipa, and most derive from Quechua-speaking highland areas of Cuzco, Puno and departmental Arequipa. Detailed ethnographic description of rural-urban migration to Arequipa, squatter settlement life and oral history, Quechua-Spanish bilingualism and language change, and biographical background of informants supplements formal narrative analysis. Order No. 77-22,698, 1459 pages.

SOCIALIZATION FACTORS IN EL DIARIO-LA PRENSA, THE SPANISH-LANGUAGE NEWSPAPER WITH THE LARGEST DAILY CIRCULATION IN THE UNITED STATES

MC CARDELL, Wallin Sylvester, Ph.D.
The University of Iowa, 1976

Supervisor: Professor Leslie G. Moeller

To determine the types, the volume, and the significance of socialization content to aid Spanish-speakers in non-advertisements and advertisements in El Diario-La Prensa of New York City, with the largest circulation of any Spanish-language daily newspaper in the United States, is the primary problem of this thesis.

Socialization is defined as "The continuing process of learning about, internalizing, and adjusting to general norms and roles promoted by the institutions of a society or societies."

Content analysis was selected as the best method to extract data from newspaper content and to facilitate explanation.

There were 14 primary categories (Clothes, Economic System, Education, Employment, Food, Government, Health, Language, Mass Media, Money, Politics, Protection, Shelter, and Social System), considered more important and 11 non-primary categories (such as Entertainment, Geography, History, and Sports).

There were 12 classifications: news stories; editorials; columns; letters to the editor; editorial cartoons; pictures and illustrations, listings; cartoons and comic strips; crossword puzzles and other puzzles; horoscopes; poems; and fillers.

Pertinent items were coded into one of 14 geographical regions, of which the seven largest in column inches were: New York City; United States, General; Puerto Rico; South America; New York State and/or New Jersey; Central America; and Miscellaneous. In addition, datelines, when present, were coded into the same regions.

Direction (negative, neutral, balanced, and positive) on each item was determined by appraising agreement or disagreement with values set out in Gabriel's Traditional Values in American Life.

Function concerned advice or description-explanation.

Attention identified four characteristics: headline size, above the fold, relative length, and on page one or editorial page. A total of attention characteristics also was included.

Thirty issues (24 weekday and 6 Sunday) were selected from a 12-week sampling period beginning May 4, 1970.

A validity test revealed a 96.6 per cent agreement; a reliability test, 96.0 per cent.

Primary categories contained 40.2 per cent of the total 6,208 non-advertisement entries coded. Entertainment, Sports, and Social Contacts, all non-primary, were the three largest categories in number of entries.

Most non-advertisement entries were news stories, columns, and pictures, together accounting for 89.5 per cent of the 6,208 entries.

When the 17,527 classified and display advertisements were combined, Employment (7,002; 39.9 per cent), Shelter (4,938; 28.2), and Health (1,796; 10.2)--all primary--were the three largest categories.

Of the 41,017 column inches, 8,436 (20.6) were in Shelter, followed by Employment (5,709; 13.9) and Transportation (4,729; 11.5).

Of the 4,536 non-advertisement entries, 2,803 (61.8 per cent) were positive toward American values; 1,076 (23.7 per cent), neutral; 509 (11.2 per cent), negative; 148 (3.3 per cent), balanced.

The author concludes that more entries and content in non-advertisements tended toward socialization into Spanish-speaking society than into American society, especially in non-primary categories such as Entertainment, Social Contacts, and Sports.

Oppositely, advertisements seemed to have more entries and content toward socialization in American society, especially in such primary categories as Education, Employment, Language, and Shelter.

Overall, when all content is considered, content tending toward American socialization and content tending toward Spanish socialization may be very close to balance.

Generally, more attention should have been given to society and the causes of events.

Other possible changes include columns concerning finances and books, a front page index, and listings and directories of activities of socialization agencies.

More entries should be local, especially in Economic System, Government, and Politics.

Sensational coverage could have been tempered by using smaller pictures and stories or other subject matter.

Order No. 77-13,111, 431 pages.

SPEECH FORMS AND READING ACHIEVEMENT AMONG BLACK SEVENTH GRADERS

McGINNIS, James W., Ph.D.
Yeshiva University, 1976

The central question which is being addressed in this work is whether language form (dialect) is a contributor to reading performance. This research is designed to test the commonly held assumption that the previously learned dialect of Black inner city pupils interferes with reading achievement. The hypotheses in this study are designed to test the notion that there is a relationship between non-standard speech and reading achievement.

Many writers claim that Black children do not acquire adequate mastery of language by school age. Noting the difference in spoken language between Black inner city children and white middle-class children, these writers conclude that non-standard varieties of English spoken by Black children in the inner city are structurally underdeveloped and functionally inadequate for school performance. They assume the language of these children renders them less able to profit from typical school instruction. Although this notion is widespread, there is limited evidence to support this view.

The subjects were 48 Black seventh grade pupils enrolled in a junior high school in Plainfield, New Jersey. The subjects were selected on the basis of scores on standardized reading achievement tests. They were placed into three groups representing three levels of reading proficiency.

The investigator analyzed the relation between speech variables (dialect forms and imitation measures) and reading achievement. Two techniques were utilized to study speech variables. The first technique was a face-to-face interview with each subject. This technique was employed to determine the forms of speech used in formal contexts by this population. The second technique utilized was an imitation task. This technique was used to determine the subjects' ability to produce standard and non-standard constructions.

Six linguistic variables identified as characteristics of Black non-standard speech were analyzed in the face-to-face interview. The subjects' usage of these variables was based on frequency of occurrence in specified linguistic contexts. Subjects received scores on the imitation task based on the number of times they "changed" critical linguistic 'features' in the sentences. Both measures were correlated with reading scores.

The relation between group scores on the usage of six linguistic variables and the imitation task was determined by a one-way analysis of variance. The degree of association between linguistic variables and reading achievement scores was determined by the multiple correlation coefficient and canonical correlation analysis. The association between imitation scores and reading scores was also determined by the multiple correlation coefficient and canonical correlation analysis. A one-tailed test of significance was set at the .05 level of significance.

The results indicate a significant association between standardness of speech, ability to imitate standard sentence constructions, and reading achievement. Those subjects who use a greater frequency of standard forms in their speech and show a greater facility in imitating standard forms tend to have higher reading achievement scores. In other words, better readers tend to have greater 'control' over standard forms.

The results of the study do not support the notion that production of non-standard forms is a hindrance to reaching achievement. The best readers and the poorest readers have similar ability to decode and generate non-standard forms. Both groups probably have great use of non-standard forms.

In sum, the results indicate a positive correlation between 'control' of standard speech forms and reading achievement. The present study does not, however, lend support to the notion that non-standard forms should be eradicated. It does suggest that 'control' of non-standard form does not hinder the acquisition of reading skills, and further, that 'control' of standard forms may facilitate the development of reading skills.

Order No. 77-5009, 109 pages.

AN INVESTIGATION INTO THE INTERRELATIONSHIPS AMONG LINGUISTIC VARIABLES AND THE ABILITY TO RECOVER DEEP STRUCTURE AMONG SECOND GRADE BLACK STUDENTS

MANARINO, Priscilla, Ed.D.
University of South Florida, 1977

Supervisor: Dr. Donald Neville

This study investigated the ability of second grade black students to recover deep structure, and the degree to which that ability was directly and indirectly affected by socioeconomic status, dialect, oral syntactic control, and word recognition. Specifically, a theoretical causal model was formulated, correlations among the variables were calculated, and path analysis was used to estimate the contribution of each variable.

One hundred twenty-one second-grade black students were randomly selected from a large metropolitan school district in Florida. Socioeconomic status was determined by the Hollingshead Two-Factor Index of Social Position, using the occupation and education levels of head of household. Dialect variations were assessed by performance on a sentence repetition task. Management of syntactic structures, referred to as oral syntactic control, was measured by the Linguistic Structures Repetition Test (Fisher, 1972). The word recognition score was simply the number of words on the dependent measure recognized in isolation. Lastly, the ability to recover deep structure, the dependent variable, was ascertained by performance on the Deep Structure Recovery Test (Simons, 1970). Five fully trained examiners collected the data.

The following questions were investigated: 1. What effect does oral syntactic control have upon the ability to recover deep structure? 2. What effect does word recognition have upon the ability to recover deep structure? 3. How much of a direct or indirect effect does dialect have upon the ability to recover deep structure? 4. How much of an effect does socioeconomic status have upon dialect, oral syntactic control, word recognition, and ability to recover deep structure?

Path analysis, a multivariate technique, was used to calculate the direct and indirect effects socioeconomic status, dialect, oral syntactic control, and word recognition had upon deep structure recovery.

The factor having the greatest direct effect upon deep structure recovery was oral syntactic control. This supported the psycholinguistic model of the reading process which proposes that the reader draws upon his experiences with oral language in order to generate hypotheses about the text.

Word recognition had the second greatest direct effect upon deep structure recovery, indicating that the ability to recognize words was an important factor in arriving at the underlying meaning.

Analysis of the indirect effects revealed the greatest indirect effect to be dialect. This suggested that the degree of black dialect affected the ability to recover deep structure through its relationship with other variables in the model, specifically, through oral syntactic control and word recognition.

Socioeconomic status had a small, almost meaningless, direct effect upon deep structure recovery.

Post-hoc analysis indicated significant differences in performance on the Linguistic Structures Repetition Test between male and female ($p < .05$), and two age groups ($p < .001$). Based on these results, it was suggested that age and sex be included in the model for future analysis.

It was suggested that: (1) attempts to develop comprehension should focus on the improvement of children's management of syntactic structures; (2) focusing on syntax in both speaking and reading would allow students the opportunity to develop various strategies; (3) word recognition should remain a part of the total reading language arts program; (4) educators need to be knowledgeable about black dialect and specific features which may, indeed, interfere, indirectly, with the reading process; and (5) since socioeconomic status had a small direct effect, focus of attention should be placed upon the more immediate variables, namely, oral syntactic control and word recognition. Order No. 77-21,928, 162 pages.

LANGUAGE ACQUISITION IN BILINGUAL CHILDREN: ASPECTS OF SYNTACTIC DEVELOPMENT IN ENGLISH AND SPANISH BY CHICANO CHILDREN IN GRADES K-4

MERINO, Barbara Jea. Ph.D.
Stanford University, 1976

The main purposes of this study were: (a) to describe significant developmental trends in the acquisition of specific structures of Spanish and English in bilingual Chicano children in kindergarten through fourth grade, (b) to compare the control of these structures across tasks (comprehension and production), and languages (Spanish and English), and (c) to outline the order of difficulty of the structures by task and language.

Subjects for this study included all the children at a Bay area school who were bilingual, that is, could speak and understand English and Spanish with equal or near-equal proficiency when they entered school at the age of 5 years. There were nine children in kindergarten, four in the first grade, nine in the second grade, ten in the third grade, and nine in the fourth grade.

An instrument, the Bilingual Language Acquisition Scale (BLAS) was developed to measure competence in comprehension and production. The instrument included items for each of the following categories: Number, Gender, Past Tense, Word Order, Spanish Subjunctive/English Equivalents, Relatives, and Conditionals. In the comprehension tasks the subject selected (by pointing) one of two pictures which matched with the sentence that he heard. In the production tasks each child was shown two pictures involving some grammatical contrast, and heard a sentence describing each picture. As the experimenter pointed to one picture, the child was asked to produce the appropriate stimulus, which he had heard previously. As an independent check on the children's proficiency in English and Spanish, a fluency measure, Word Listing by Domain (Fishman, 1969) was administered to all the children in the sample. In addition, a subsample group of 20 children was shown the pictures used in the BLAS and asked to talk about each of the drawings before the test was administered to them. These "free speech" data were used for a discussion of error analysis, as a basis of comparison. Errors that appeared in the BLAS were compared with those that appeared in the free speech protocols--for similarities and differences.

Analysis of the Data

Between subjects. The effects of two independent variables--grade and sex--on performance in the comprehension and production subscales were measured through analysis of variance. Analysis of variance was also used to determine the effect of grade as a source of variance on performance in each of the seven categories. The interaction between grade and sex was measured through two-way analysis of variance.

Within subject. Within subject comparisons were made (2 x 2 x 7 factorial design) by task (comprehension, production), language (English, Spanish), and category. Two-way ANOVA for repeated measures was used to determine the effect of grade and language within each category.

Rank order. The rank order of all the types of items (Spearman's Correlation Coefficient) was correlated across tasks, grades and languages.

Control variables. To insure that differences among grades were not being influenced by accidents of the administration of the test (times tested, order of test), personal history (place of birth, order of language acquisition), or language-use patterns (retrospective as well as current), ANOVAs were conducted on these variables.

General effect of grade and sex. The interaction of grade and sex did not affect the performance to a significant degree, although the effect of grade alone was significant. Most development occurred between kindergarten and the upper grades in the English Comprehension and Production Subscales. In the production of Spanish, significant differences appeared between kindergarten and the upper grades, to grade three. In the fourth grade, performance dropped sharply, with children performing almost at the kindergarten level. There were no significant differences by grade in Spanish comprehension.

Categories. Most significant differences among grades were produced in the more complex categories (conditionals, Spanish subjunctive/English equivalents, relatives) in the production subscales in English and Spanish, though some significant differences occurred in the comprehension subscales--relatives, in English; past tense, in Spanish. By fourth grade, in Spanish (and sometimes by third grade), children were performing with significantly lower accuracy than the younger children, particularly in the more complex structures (subjunctive and conditionals, for example). In the categories, as well as in the subscales as a whole, results suggest that the older children are undergoing language loss in Spanish.

A finding of major interest is the role that language complexity appears to play in language acquisition in bilinguals. In balanced bilinguals, some surface markers--probably those that are less frequent and not semantically consistent--slow the pace of acquisition of certain structures, such as the conditional. Order No. 77-7132, 290 pages.

THE EFFECTS OF CUING AND REPETITION IN INDUCING AND MAINTAINING BIDIALECTALISM

MILKOVICH, Mark Blaine, Ph.D.
Michigan State University, 1977

In this research Bandura's social learning theory was employed in an effort to induce and maintain functional bidialectalism in lower and middle socioeconomic status Chicano children. Using the variables cuing and repetition, operationalizations of Bandura's attentional and motoric reproduction processes, four experimental conditions were generated: (1) non-cuing and nonimitation, (2) non-cuing and imitation, (3) cuing and nonimitation, and (4) cuing and imitation. Two dependent variables were employed: (1) learning--the use of the appropriate syntactic structure (the one used by the model) in the presence of the experimental variables: and (2) retention--the use of the appropriate syntax in the absence of the experimental variables.

Subjects participated in three treatment sessions. In the first two they were exposed to a model who alternately used Spanish syntactic structures and Phonology or English syntactic structures and regionally standard phonology while employing the English lexicon to describe pictures. Subjects were judged as having employed the appropriate syntactic structure if it matched that of the model. The number of these matches constituted the value of the learning variable. In the third treatment session the subject was judged to have employed the appropriate syntactic structure in the employed Spanish syntax in responding to the model's Spanish phonology or English syntax in response to the model's English phonology. In this third session the model employed syntactic structures which were the same in Spanish and English. Cuing increased learning but not retention. Imitation failed to increase either learning or retention. The results are discussed in the light of a general pattern of linguistic rule learning.
Order No. 77-18,522, 67 pages.

READING AND LANGUAGE ACHIEVEMENT OF NAVAJO INDIAN PUPILS

ODLE, Florence Neal, Ed.D.
University of Southern California, 1976

Chairman: Professor Brown

Problem. The purpose of this study was to compare the achievement in reading and language of eighth grade Navajo pupils in (1) federally operated boarding schools, (2) public schools on the Navajo reservation, and (3) public schools bordering the reservation. Reading comprehension, reading vocabulary, total reading, and language scores of three groups of Indian pupils were compared to determine if: (1) achievement varied significantly between the pupils in the three types of schools; (2) if differences were significantly affected by differences between the scores of boys and girls; and (3) if differences could be explained by range of intelligence within the school types.

Procedure. Permission for testing was obtained from two schools of each type: (1) reservation boarding school, (2) reservation public school, and (3) bordertown public school. All eighth grade pupils were administered the Lorge Thorndike Intelligence Test and the SRA Achievement Test – Reading and Language Sections. There were 202 pupils who met the criteria for the study, i.e., under sixteen years of age at the time of achievement testing, attendance in the same school for three years, and Navajo was the primary language learned. From this group a random selection of twenty boys and twenty girls was made from each type of school – a total of 120 pupils. Achievement scores on reading comprehension, reading vocabulary, total reading, and language were compared using analysis of variance. Analysis of co-variance was also employed with nonverbal intelligence introduced as the additional variate.

Findings. For the analysis of variance there was a significant difference in reading comprehension, total reading, and language achievement at the designated .05 level. The within-group scores of boys and girls did not affect the results to the extent that a significant difference could be attributed to the influence of sex. With nonverbal intelligence as a co-variate, differences in reading comprehension and language were significant at the .05 level. In all cases, the pupils in the bordertown public school scored highest.

Conclusions. There were differences in reading and language achievement of pupils which favored the bordertown public schools. The reasons for the differences are speculative. They may be related to school program, motivation for attending particular schools, or relative immersion in an English-speaking environment.

Recommendations. (1) Further studies need to be undertaken in additional schools and additional subjects in order to measure the relative effectiveness of school programs. (2) Priorities need to be identified in relation to educational objectives for Navajo pupils. (3) All schools working with Navajo pupils must continue to strive to achieve results nearer national norms. (4) Information must be shared between all educational institutions so that general improvement for all Navajo pupils is possible.

PRESCHOOL READING IN TWO LANGUAGES AS A FACTOR IN BILINGUALISM

PAST, Alvin Wallace, Ph.D.
The University of Texas at Austin, 1976

Supervisor: Ana Chamot

The author's daughter was exposed to reading in English and Spanish for three years, beginning when she was two years old. The hypotheses were that (1) she would learn to read both languages in much the same way and at the same time she learned to speak them, and (2) that access to a source of native-quality, printed Spanish would contribute to her overall bilingual ability. Her mother and father were native speakers of English, having learned Spanish in college, and their abilities in Spanish were rated at 3+ and 2+, respectively, in Foreign Service Institute interviews.

The child's exposure to Spanish consisted of an hour to an hour and a half of daily oral interaction with her parents, children's bilingual television programs, biweekly play (on the average) with Spanish speaking children, and daily sessions with printed Spanish.

The reading sessions, from five to twenty minutes long, were conducted in one language at a time. In the beginning, the girl was shown words printed in four-inch letters, chosen for her interest in them. As she learned to recognize them, new words were introduced, the size of the letters was gradually reduced, and simple sentences and ultimately short books were presented. Words were read for the girl when necessary, but no attempt was made to help her discover sound-symbol relationships. She discovered these on her own through practice, accumulation of experience, and by the formation and testing of hypotheses about these relationships, in a manner similar to that of the oral language acquisition process.

After her fifth birthday, the girl's reading ability in both languages was assessed at home and in her kindergarten by means of informal reading inventories. These showed her reading ability in Spanish to be second grade, first semester, and in English, second grade, second semester. Her oral bilingual ability was also evaluated by the school, using the Oral Language Dominance Measure, which rated her a balanced bilingual. No confusion resulted from the reading itself nor from the use to two languages.

While other studies have demonstrated that young children can learn to speak two or more languages, and still others have described preschool children learning to read in one language, the present case is the first to document a child who learned to speak and read two languages at the same time. Hypothesis (1), above, was supported, but the contribution of Spanish reading ability to overall bilingualism (hypothesis 2) could not be reliably measured, and was only indirectly supported. Possibly, future studies with complete data on reading and speaking, instead of periodic sampling as in the present one, may be able to support or reject this hypothesis.

Order No. 77-11,568, 105 pages.

THE EFFECT OF A STRUCTURED ORAL ENGLISH PROGRAM ON THE READING ACHIEVEMENT OF SPANISH DOMINANT FIRST AND SECOND GRADE STUDENTS

RODRÍGUEZ, Elvia Ana, Ed.D.
East Texas State University, 1976

Adviser: L. D. Briggs

Purpose of the Study: The education of non-English speaking students has created a challenge in many school districts throughout the nation. This study attempted to determine if a certain English-as-a-second language (ESL) program, Core English One, would be as effective on the reading achievement of Mexican-American students whose dominant language was Spanish as the regular program would be for the English dominant Mexican-American students.

Procedure: The Diboll and the Lufkin Independent School Districts granted permission to implement the study within the school districts during the spring semester of the 1975–1976 school year. One school from each district was used.

The subjects included only Spanish-surnamed students attending these two school districts. The English dominant, Spanish-surnamed students composed the control group, while the Spanish dominant, Spanish-surnamed students made up the experimental group. Both the control and experimental groups were instructed in English.

An analysis of covariance was used by the East Texas State University statistical library to analyze the data in the experimental and control groups and sub-groups. The alpha was set at the .05 level. A simple percentage of days present was obtained for all groups, experimental and control, as well as their sub-groups designated by grade and sex. A difference of at least five percentage points had to be recorded in the total percentage of days present to assume a significant difference.

Findings: An analysis of covariance showed a significant difference in ten of the forty-two null hypotheses and null subhypotheses. In each case the significant difference was attributed to the first grade girls in the control group. Although there was no Spanish instruction given to either group, the control group showed a significant difference on Spanish comprehension. The analysis of the data concerning attendance indicated that the experimental group was not affected by the use of the ESL program, but perhaps by external social forces which were not controlled in the study.

Conclusions: As a result of the analysis of the data and the discussion section in Chapter 5, the following six conclusions were made: 1. That the regular program was more beneficial in terms of increased vocabulary for the English dominant Mexican-American first grade girls than the ESL program was for the Spanish dominant Mexican-American first grade girls. 2. That the ESL program was as effective for the Spanish dominant Mexican-American student as the regular program was for the English dominant Mexican-American student (except for the first grade girls). 3. That the regular program was more beneficial in terms of increased comprehension for the English dominant Mexican-American first grade girls than the ESL program was for the Spanish dominant Mexican-American first grade girls. 4. That the transfer of the comprehension skills from one language to the other was easier for the English dominant Mexican-American first grade girls in the regular program than for the Spanish dominant Mexican-American first grade girls in the ESL program. 5. That the ESL program was as effective in motivating the Spanish dominant Mexican-American student in increased school attendance as was the regular program for the English dominant Mexican-American student.

Order No. 77-9641, 156 pages.

A COMPARATIVE STUDY OF TWO APPROACHES OF INTRODUCING INITIAL READING TO NAVAJO CHILDREN: THE DIRECT METHOD AND THE NATIVE LANGUAGE METHOD

ROSIER, Paul Webb, Ed.D.
Northern Arizona University, 1977

Adviser: Dr. David Whorton

This study was a comparison of two approaches for introducing reading to Navajo children of limited English speaking ability. The Direct Method approach introduced children to reading in English only. Systematic English-As-A-Second-Language techniques were used in this approach. Children received at least one year of instruction in oral English, before beginning reading in English. The Native Language Method approach introduced children to initial reading in Navajo first. The children developed reading proficiency in the native language and later at the second grade level, the children were transferred to English reading. These children developed oral proficiency in English while they were learning to read in Navajo.

The experimental group was composed of children in grades 2–6 who were enrolled in a Native Language Method curriculum. There were two control groups in the study. Children in the two control groups were enrolled in schools using the Direct Method curriculum. Control group participants were from grades 2–6.

The study was composed of two major comparisons. One comparison (the baseline comparison) was conducted over a three year period. The instrument used in this comparison was the Stanford Achievement Test, 1973 edition. The control group was tested once in February, 1975. The experimental group was tested in February, 1975; in February, 1976; and in February, 1977. The test results for each year of experimental group testing were compared to the 1975 control group test results. The other comparison (the concurrent comparison) involved a one year period. The instrument used in this comparison was the Metropolitan Achievement Test, 1971 edition. The experimental group and the control group were tested in April, 1976. The test results of both the experimental group and the control group were converted to Stanford Achievement Test grade-level-equivalent scores, and then the scores of the two groups were compared.

Four null hypotheses were established; three of the hypotheses were tested at each grade level 2–6. These hypotheses compared student achievement in total reading, in word study skills or word knowledge skills, and in comprehension. One hypothesis compared overall growth rates of the experimental group and the control groups.

The data collected in the study were analyzed with a T-test of the differences in the means of the experimental group and the control groups. The results of the study were: 1. At the second grade level, the control group achievement was generally higher than the experimental group. The control mean scores were significantly higher than the experimental group scores in 6 of 20 T-test analyses. 2. At the third grade level, the experimental group achievement generally was equal to or greater than the control group achievement. The experimental group means were significantly higher than the control group means in 6 of 20 analyses. 3. At the fourth grade level, the experimental group scores generally were higher than the control group scores. The experimental group means were significantly higher than the control group means in 15 of 20 analyses. 4. At the fifth grade level the experimental group means were significantly higher than the control group means in all 20 analyses. 5. At the sixth grade level, the experimental group means were significantly higher than the control group means in all 15 analyses.

The Native Language Method in general was more effective than the Direct Method. The effects of the Native Language Method seem cumulative, i.e., from fourth grade to sixth grade the difference in the experimental group and the control group achievement increased. Order No. 77-18,788, 218 pages.

READING ACHIEVEMENT AS INFLUENCED BY CERTAIN HOME FACTORS IN MEXICAN-AMERICAN HOMES

SEGESTA, Elizabeth, Ed.D.
University of Southern California, 1976

Chairman: Professor Brown

Purpose. The major purpose of this study was to determine if a relationship existed between certain home factors (as measured by the Wolf Scale) of fifth-grade Mexican-American pupils and (1) reading achievement scores, (2) intelligence test scores, and (3) sex.

Procedure. The differences in mean scores of measures of home factors (on the Wolf Scale) as they related to achievement, intelligence, and sex of Mexican-American students were treated for significance by a t test. Identifiable differences in measures of home environment, comprised of an academic and an intellectual subenvironment, as they related to achievement, intelligence, and sex provided the data for the findings.

Findings. (1) There was no significant difference in mean scores of measures of home environment between high achievers and low achievers, although, in the academic subenvironment, there was a difference significant at the .01 level of confidence favoring the high achievers. (2) There was no significant difference in mean scores of measures of home environment between students who had high scores on the CTMM and those who had low scores, although, in the academic subenvironment, there was a difference between mean scores of measures at the .01 level of confidence favoring students with high IQs. (3) There was a significant difference in mean scores of measures of home environment between boys and girls. In both subenvironments of total home environment, the levels of confidence were significant, at the .01 and .04 levels, favoring the boys.

Conclusions. (1) The first hypothesis, there will be no significant difference between high-achieving and low-achieving students on measures of home environment, was supported. The quality of total home environment was not related positively to reading achievement scores among the fifth-grade Mexican-American students in the study. (2) The second hypothesis, there will be no significant difference between high-IQ and low-IQ pupil groups on measures of home environment, was supported. The quality of total home environment was not related positively to IQ among the fifth-grade Mexican-American students in the study. (3) The third hypothesis, there will be no significant difference between male students and female students when compared on a measure of home environment, was not supported. The quality of total home environment was related positively to reading achievement scores of Mexican-American fifth-grade boys in the study.

Recommendations. The findings of the present study seem to suggest that: (1) schools might profitably develop programs to make parents more aware of the importance of home factors with regard to the enhancement of reading success for children. (2) Provision for enrichment in curricular experiences for children who come from less than substantial home environments should be made by educators early in students' lives. (3) Schools should provide equal education opportunities to students regardless of sex, and they should become more aware of their own biases in working with students of different sexes. (4) Research utilizing the predictive qualities of measures of home factors should be incorporated to plan for preventive educational experiences for students. (5) Parent involvement in planning and working with school staff should be an on-going practice within the schools.

THE CROSS-CULTURAL APPROACH TO READING

SIMPKINS, Gary Alexander, Ed.D.
University of Massachusetts, 1976

Director: Professor Ellis Olim

Without the acquisition of functional reading skills the probability of one's having a happy, productive life, free from the crippling cycle of poverty and frustration is extremely low. Those persons who do not possess functional reading skills, with a few exceptions, are relegated to a caste system. They become the people least equipped to cope with a complex, rapidly changing society.

This society places a heavy stigma as the functionally illiterate. The functionally illiterate person is considered to be dull, ignorant, backward. Even worse, the functionally illiterate person often comes to consider himself/herself to be all these things and more.

The academic failure among Black students in this country's school systems has become so widespread and such a common occurrence that it is no longer necessary to present the statistics of failure. The emphasis is on finding solutions. The Cross-Cultural Approach to Reading represents an alternative approach designed to intervene in the pattern of failure exhibited by Black students in the public schools.

The Cross-Cultural Approach to Reading is designed to accommodate the culture and language of Black non-mainstream students. It is an educational approach which attempts to bridge the void that exists between the learning that takes place in the Black non-mainstream community and the learning that Black Students are expected to acquire in schools.

There are two teaching-learning strategies in this approach: (a) Associative Bridging; and (b) Peer Control. Associative Bridging is the process of going from the familiar to the less familiar. This strategy seeks to improve the students' reading ability by first teaching them in their familiar dialect, and then extending that learning via a series of steps to the standard American English dialect. Reading in standard English is thus taught as an extension of reading in the students' familiar dialect. Peer Control is an oral reading procedure designed to give students control over the learning process. It is a small group, oral reading exercise which draws heavily on the call and response oral tradition of the Black community. In Peer Control, the students correct each other's oral reading.

In the Cross-Cultural Approach, there are two rules for the development of reading instructional materials: (a) the developers and the intended consumers of instructional materials must share a common cultural and linguistic background; and (b) the developers must hold constant the general concepts relating to the advantages or disadvantages of literacy they wish to convey to the students, while allowing the content and cultural context of the materials to vary in order to match the immediate environment and language of the consumers.

Students using the Cross-Cultural Approach follow a structured sequence that repeats itself as they move through the various materials. The sequence allows the students to proceed at their own individual pace, without reference to the other students in the classroom.

The teacher, in the Cross-Cultural Approach, assumes three roles: (a) manager of behavior; (b) manager of materials; and (c) individual learning consultant. As a manager of behavior, the teacher dispenses reinforcement, in the form of praise statements, for on task behavior, ignoring inappropriate behavior whenever possible. In the role of manager of materials, the teacher supervises the distribution, use and flow of materials. As an individual learning consultant, the teacher consults with individual students on any learning problems or difficulties they experience pertaining to the materials to the materials or procedures employed in the Cross-Cultural Approach.

The program model for the Cross-Cultural Approach has been evaluated by three studies: (a) the Los Angeles Study; (b) the Boston Study; and (c) the Houghton Mifflin Field Test. The Los Angeles Study, an exploratory preliminary evaluation, indicated a need for revisions. The Boston Study provided valuable insights as to how the program works in simulated classroom situations and a basis for future development. The Houghton Mifflin Field Test results indicated that the program model for the Cross-Cultural Approach to Reading was a valuable tool for intervening in the reading failure of Black non-mainstream students, and that it should be distributed nationally. Order No. 77-6404, 198 pages.

LISTENING COMPREHENSION AND READING COMPREHENSION OF BLACK-ENGLISH-SPEAKING JUNIOR HIGH SCHOOL STUDENTS IN BLACK ENGLISH AND IN STANDARD ENGLISH

SMITH, Leonie, Ed.D.
Columbia University Teachers College, 1977

Sponsor: Professor Robert L. Allen

The purpose of the study was to examine whether Black-English-speaking twelve-year-olds would comprehend Black-English materials better than similar materials in standard English. The population of the study consisted of 300 Black-English-speaking twelve-year-olds drawn exclusively from two schools in West Harlem. The test used in the present study was the identical test developed and used by Joseph Andreacchi with Black-English-speaking males between the ages of sixteen to twenty-one years of age. The test consisted of seven passages translated into Black English and forty-four multiple-choice questions. Four randomly assigned groups (seventy-five in each group) were exposed to the test under one of four methods of presentation: Group One read the material in standard English; Group Two read the same material in Black English; Group Three listened to the material in standard English; and Group Four listened to the same material in Black English. When all the testing was done, the scores of those who took the Black-English-Listening Test were correlated with the scores they made on a standardized reading test (the Stanford Achievement Reading Test).

Analysis of the data indicated: The subjects did better in standard English than they did in Black English. There was a significant interaction between sex/listening and reading; males did better in listening than they did in reading, while females did better in reading than they did in listening. And there was a positive correlation between listening comprehension in Black English and reading comprehension in standard English.

The implications for education and research included: the need to examine younger Black-English-speaking subjects (than those used in the present study) to determine whether a Black-English background interferes with performance in standard English; and the possibility of developing suitable Black-English materials which could be used with non-readers. Order No. 77-22,303, 116 pages.

ASSESSING BILINGUALISM IN ELEMENTARY SCHOOL CHILDREN

TEITELBAUM, Herta, Ph.D.
The University of New Mexico, 1976

This study describes the language skills and language use patterns of bilingual children in an Albuquerque elementary school and at the same time seeks to evaluate the adequacy of some current techniques used to assess bilingualism. The subjects were children of Spanish descent, ranging in age from five to 11, who participated in the bilingual education program at the school. The children's Spanish and English skills were rated by teachers, interviewers, and the children themselves. Teachers and children were also asked to estimate the extent to which the latter used Spanish and English in various settings of the home and the neighborhood. To provide a more objective measure of the children's language skills, three language performance tasks--word naming, sentence repetition, and free speech--were administered to the subjects.

With respect to the first goal of this investigation, the children were found to be fluent English speakers. Their Spanish skills, however, varied widely. Generally, the children understood Spanish better than they were able to speak it.

The older children performed significantly better on all three language tasks than the younger children, both in Spanish and in English. However, it was clear that the children's English skills advanced at a greater rate than their Spanish skills. The word naming task was a useful indicator of how the children's Spanish skills are developing. The Spanish vocabulary of the youngest children was most intimately tied to the home domain, whereas the older children seemed to have expanded their Spanish lexical knowledge to other domains. It is likely that the children's skills in Spanish are broadened in the school through instruction in Spanish in the bilingual program.

With respect to language use, the English language clearly dominated the children's lives in all settings. However, it appeared that relatively more Spanish was used in conversation with members of older generations (e.g., grandparents and parents) than with siblings.

In connection with the second goal--investigation of the adequacy of instruments for measuring bilingualism--several issues were specifically considered. One dealt with the consistency with which children of different ages responded to the same language background questions on two occasions. The data revealed no response agreement among the youngest children, whereas the older children tended to be more consistent in their answers from one interview to the next. Accordingly, use of rating scales at least for very young children seems of doubtful value.

Secondly, the study analyzed the extent to which the three performance tasks measured the same language skills. Correlational analysis yielded a high degree of interdependence among the tasks justifying the conclusion that they did assess the same language abilities.

A third methodological issue concerned the extent to which ratings of language skills are predictable from ratings of language use obtained from the teachers and the children. While the relationship was relatively stronger for the teacher ratings than for the children's self-ratings, in neither case were language use ratings adequate predictors of language skill ratings. It cannot, therefore, safely be assumed that children who are said to use Spanish are also thought competent in that language, even by persons engaged in the reporting process.

Finally, the study considered how well the language skill ratings and how well the language use ratings could predict the performance of the children on the three tasks. Only a few of the language use ratings were found to be predictive of the three tasks. Of the language skill ratings, those by the trained interviewers were observed to be the best predictors of the tasks. The teacher assessments were moderately well related to task performance and the children's self-ratings least so.

The conclusion of this dissertation discusses the significance of these findings for bilingual education programs and suggests further areas of substantive and methodological investigation. Order No. 77-16,122, 200 pages.

THE RELATIONSHIP BETWEEN SELF-CONCEPT AND ORAL ENGLISH LANGUAGE PRODUCTION OF ANGLO AND HISPANIC PRIMARY-GRADE STUDENTS IN A METROPOLITAN BILINGUAL PROGRAM

TILLEY, Sally Davis, Ed.D.
University of New Orleans, 1977

Director: Dr. Marie M. Marcus

The purpose of this study was to investigate the relationship between self-concept and oral English language production of primary-grade Anglo and Hispanic students, ages six through nine, who participated in a metropolitan bilingual program. Two tests were administered to each child in the sample of 68 children: the Self-Appraisal Inventory, Primary Level, Spanish and English versions, was administered to obtain self-concept scores, and the Linguistic Structures Repetition Test was administered to obtain oral English language production scores through use of elicited imitation. To determine whether significant relationships existed between self-concept scores and oral English language production scores, Pearson's product-moment correlation coefficient was computed.

Within the limitations of the sample, measurement techniques, method of data analyses and assumptions made, a summary of the results of the study is as follows: 1. There is no relationship between self-concept scores and oral English language production scores of primary-grade Anglo and Hispanic students when they are combined into one group. 2. There is no relationship between self-concept scores and oral English language production scores of primary-grade Anglo and Hispanic students as these scores relate to the sex of the students. 3. The relationship between self-concept scores and oral English language production scores of primary-grade Anglo and Hispanic students is related to the ethnic background--Anglo or Hispanic--of the students. The relationship for the Anglo students was significant at the .01 level ($p < .01$); however, no significant relationship was found for the Hispanic students. 4. The relationship between self-concept scores and oral English language production scores of primary-grade Anglo and Hispanic students is not related to the combination of sex and ethnic background of the students.

The following recommendations for further research evolved from the results and conclusions of this investigation: 1. To broaden the generalization of this study, random selection from a broader population should be effected within the same grade levels. 2. The scope of the present study should be extended to other grade levels to see whether a similar relationship between self-concept and oral English language production remains significant for Anglo students. 3. Replications of the study should be done outside of bilingual programs to see whether the results will be significant for Hispanic students who are trying to operate in regular English-speaking classrooms. 4. Correlational studies should be done in the area of self-concept and language to generate new information as to the nature of the variables, self-concept and oral language production and how these variables relate to each other. 5. Research should be conducted in Spanish-speaking countries to see whether variables which make up self-concept in English-speaking cultures hold cross-culturally for Spanish-speaking cultures. Order No. 77-25,423, 106 pages.